

Risk Watch[®]



SECOND GRADE SUPPLEMENTAL LESSONS

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RISK WATCH[®] AREA: MOTOR VEHICLE / BUS SAFETY

Objective:

Students will be able to identify bus situations as safe or unsafe and apply this knowledge by creating new verses to a familiar tune.

Materials:

Popsicle sticks
Scissors
Markers or crayons
Glue
Writing paper
A copy of The Wheels on the Bus song
Bus cut-outs
Risk Watch[®] Curriculum

Procedure:

1. Present the information in the Risk Watch[®] Curriculum regarding Bus Safety.
2. Sing the song or read the book, The Wheels on the Bus.
3. Reproduce page 4 so that each student has two buses. Have students color them, cut them out and glue them onto Popsicle sticks.
4. Read the list of scenarios and have the children hold up the appropriate bus indicating whether the situation was safe or unsafe.
5. Discuss and review as necessary.
6. After discussion, sing "The Wheels on the Bus" again.
7. Tell the children that they are going to be creating a new verse using bus safety rules in the song.
8. Model a few with the class as practice.

Example of a new verse for The Wheels on the Bus Song:

The children on the bus, stay in their seats, stay in their seats, stay in their seats, the children on the bus stay in their seats on their way to.... Put your school name here.

ILLINOIS STATE STANDARDS:

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.
22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



Safety Scenarios:

1. Susie was jumping up and down on the seats of the bus.
2. Lucy was sitting in her seat.
3. Mary was taking 5 giant steps away from the curb where she waited for the bus to stop.
4. John was talking quietly on the bus.
5. Harry threw his football out the window to his friend.
6. Michelle threw her backpack down the aisle to her friend.
7. Lisa stayed in her seat as the bus drove to school.
8. James had his feet stretched out in the aisle.
9. Sharon listened to the bus driver and obeyed all of his directions.
10. Lori was looking for her crayons and screamed to Jan to send back her backpack.
11. Jean was hanging out the window talking to the boys as the bus pulled up to school.
12. Jennifer dropped her lunchbox near the bus and she got the attention of the bus driver, before she picked it up.
13. At the crosswalk, Jeremy waited and looked left and right and then left again before he crossed to the other side.
14. Ben walked behind the bus because it was closer to the ice cream man.
15. Sue threw a paper airplane and hit the bus driver in the head.
16. All the children at the bus stop were lined up in a single line waiting to get on the bus without pushing or shoving.





RISK WATCH[®] AREA: FIRE AND BURN PREVENTION

Objective:

Students will be able to demonstrate the stop, drop and roll procedure. Students will be able to create a flap book illustrating stop, drop and roll.

Materials:

Construction paper in a light color for a flap book

Scissors

Pencils

Crayons or markers

Open space for practice

Risk Watch[®] Curriculum

Stop, Drop and Roll, by Lucia Raatma

Procedure:

1. Give this scenario, "What if your mom was cooking and her sleeve caught on fire? Do you know what she should do?" Discuss the answers. Then give another scenario, "What if you are helping your dad barbecue and you burn your finger. Do you know what to do?" Discuss. Give enough examples so that your children understand that stop, drop and roll is a procedure that is used for clothing that is on fire, not anything else.
2. Pose this question to your class: What do you do after you stop, drop, and roll and the fire is out? Let them discuss with a partner for 3 minutes. Record or share their responses.
3. Introduce the concept of COOL the burn with cool water for 10-15 minutes and CALL for help.
4. Read the book Stop, Drop, and Roll, by Lucia Raatma.
5. The children will be making a flap book with 4 sections.
6. For a flap book, fold a 12x18 sheet of construction paper in half lengthwise. Open it up flat and from the edge cut to the middle fold line in 4 equal sections. On the outside of the first flap, write STOP, the next flap, write Drop, the third flap write Roll and on the last flap write COOL and CALL. Underneath each flap, have the children write a sentence about the procedure and then illustrate.
7. Have students share with a partner when done.
8. Tell students to share with a parent or younger sibling and teach them the procedure when they get home.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS, AND IDEAS

2B1A: RESPOND TO LITERARY MATERIALS BY CONNECTING THEM TO THEIR OWN EXPERIENCE AND COMMUNICATE THOSE RESPONSES TO OTHERS.

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS

4B1A: PRESENT BRIEF ORAL REPORTS, USING LANGUAGE AND VOCABULARY APPROPRIATE TO THE MESSAGE AND AUDIENCE

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 19: ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.

19C1: DEMONSTRATE SAFE MOVEMENT IN PHYSICAL ACTIVITIES.

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



RISK WATCH[®] AREA: CHOKING, SUFFOCATION, AND STRANGULATION

Objective:

Recognize potential choking, strangulation, or suffocation hazards in the home.

Materials:

Risk Watch[®] Curriculum

Home Investigation worksheet

Procedure:

1. Upon completion of the Risk Watch[®] Choking, Suffocation, and Strangulation lesson, review the definitions of each of the three words.
2. Have the class work in groups of 2 or 3 to brainstorm a list of items that could cause choking, suffocation, or strangulation. It may be best to have them divide a sheet of paper into three sections to do this.
3. Have the groups share their lists with the whole class.
4. Emphasizing the Risk Watch[®] Character Role of “Detective”, explain to the students that for homework they are to investigate their homes for items that could cause choking, strangulation, or suffocation and are in reach of small children including toddlers. Students will complete the worksheet on page 7 at home.
5. The next day have students share any new findings beyond their brainstorming lists from the day before.
6. Using their homework worksheet, have the students write a safety plan for their home that helps to eliminate potential choking, suffocation and strangulation risks.
7. Encourage students to go home and work with their parents to put their safety plan into action.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3B: COMPOSE WELL-ORGANIZED AND COHERENT WRITING FOR SPECIFIC PURPOSES AND AUDIENCES

3B1A: USE PREWRITING STRATEGIES TO GENERATE AND ORGANIZE IDEAS

3B1B: DEMONSTRATE FOCUS, ORGANIZATION, ELABORATION AND INTEGRATION IN WRITTEN COMPOSITION (E.G. SHORT STORIES, LETTERS, ESSAYS, REPORTS)

3C1A: WRITE FOR A VARIETY OF PURPOSES INCLUDING DESCRIPTION, INFORMATION, EXPLANATION, PERSUASION AND NARRATION.

PHYSICAL DEVELOPMENT & HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



Risk Watch[®]: Hunt for Hazards in the Home

Name _____

Date _____

Using your detective skills, find items in your home that could cause choking, suffocation or strangulation. List items that are in reach of small children including toddlers. Write the items on the lines below each title.

STRANGULATION

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SUFFOCATION

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CHOKING

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



RISK WATCH[®] AREA: POISONING PREVENTION

Objective:

Students will be able to create an original Acrostic poem about safety tips for dealing with poisonous substances.

Materials:

Sleeping Beauty by Norman McGary

Clear cups

Water, ammonia, Sprite, rubbing alcohol, vinegar

Writing paper

Pencils

Crayons, markers, colored pencils.

Song sheet

Risk Watch[®] Curriculum

Procedures:

1. Read Sleeping Beauty to the class. Focus your discussion on the poison apple.
2. Show the children 5 clear cups filled with the following: vinegar, rubbing alcohol, Sprite, ammonia and water. Tell them that you are thirsty and you need a drink of water right now. Proceed with the following self-conversation... "I didn't see the bottles where these liquids came from, what should I do?" Allow time for discussion. Then proceed with some drama and acting, "Oooh, this one has a funny odor", and "This one has some bubbles in it and this one doesn't look as clear." Let discussion follow and lead the discussion to the fact that you should never drink from something when you don't know where it came from, you should always check with an adult, you should always smell it. Have the students name some items found in the home that could be poisonous. Include in your discussion the fact that medicines, if not taken properly, can be poisonous. Discuss the fact that medicines should only be taken from an adult. Poisons should always be in their original container and if not, the container should be labeled. Stress the fact that poisons should be stored up high and locked.
3. Sing the poison song to the tune of "Brother John".
4. Using the word poison, have the children create an Acrostic poem. An Acrostic poem is one in which, in this case the word "POISON", is written vertically down the page. The first letter of each line will correspond with the letters that spell the word poison. Have the students make their poem teach a poison safety message. They may then illustrate. If you are feeling creative, make a pattern of a poison bottle and have the children write their poems on the "label" of the bottle.
5. Share with the class when done.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3B: COMPOSE WELL-ORGANIZED AND COHERENT WRITING FOR SPECIFIC PURPOSES AND AUDIENCES PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



Poison Safety Song

Poison, Poison, Poison, Poison
Where are you? Where are you?
I am way up high; I am way up high;
Where I should be, where I should be

Poison, Poison, Poison, Poison
Should I drink you? Should I drink you?
Never, never drink me; never, never drink me;
Ask an adult; ask an adult.

Poison, Poison, Poison, Poison
Where is my Tylenol? Where is my Tylenol?
Go and get your mother; go and get your mother;
She will give it to you; She will give it to you.

Poison, Poison, Poison, Poison
I have found you; I have found you.
Take it your parent; take to your parent;
Never play with it; never play with it.



RISK WATCH[®] AREA: FALLS PREVENTION-A

Objective:

Students will edit safety messages regarding Falls Prevention.

Materials:

Risk Watch[®] Curriculum

The Falls Editing Worksheet

Procedure:

1. Upon completion of the Risk Watch[®] Falls lesson, this would be a great morning wake-up while you are taking attendance and doing all of your morning duties.
2. Pass out the worksheet on page 11 to each student.
3. Students are to read each sentence and rewrite the sentence correctly. They correct any errors in punctuation, capitalization and spelling.
4. Go over the worksheet with the class. Have students tell you the corrections they made. After all the corrections have been made talk about each sentence and how each sentence is an important rule to follow.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3A: USE CORRECT GRAMMAR, SPELLING, PUNCTUATION, CAPITALIZATION AND STRUCTURE

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



Name _____ Date _____

1. kelly never leaves her toyss on the stairs

2. mike ties hiz shoelaces. he does nott want to fall

3. she will only siit down on thee swing.

4. Only one person should bee on the swing slide and rope.

5. dont stand up at the toop of the slide.

6. Stay away frum opin windows.

7. lisa jenny and laura never play on the stairs

8. mr. smith's class take turns on the slide

9. john told his dad that the swing chain waz broken

10. tim and sue ar always look where they are going.



RISK WATCH[®] AREA: FALLS PREVENTION-B

Objective:

Students will design a playground safety brochure with a partner.

Materials:

Construction paper

Crayons, markers, colored pencils

Brochure examples

Pencils

Prior knowledge about playground safety rules

Risk Watch[®] Curriculum

Procedure:

1. Discuss what a pamphlet is and show examples of ones you have collected (ask your local fire department for safety brochures).
2. Have the class brainstorm what sections of the playground need and have safety rules. For example, the bathroom area, the swings, the slides, the basketball courts, the sand areas, the tennis courts, and the jungle gym areas. It will depend upon the make-up of your playground.
3. Students will create and design a brochure. They will include playground safety rules and will illustrate each rule. Share with other classrooms and keep some on display in the office.
4. Give to new students as they enroll in your school.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3B1A: USE PREWRITING STRATEGIES TO GENERATE AND ORGANIZE IDEAS

3C1A: WRITE FOR A VARIETY OF PURPOSES INCLUDING DESCRIPTION, INFORMATION, EXPLANATION, PERSUASION AND NARRATION.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



RISK WATCH[®] AREA: FIREARMS INJURY PREVENTION

Objective:

Students will determine safe behaviors in regard to firearms injury prevention after reading scenarios.

Procedure:

1. Review the concepts from the Risk Watch[®] Firearms Injury Prevention lesson.
 - a. If you see a gun or bullets tell an adult immediately.
 - b. Guns should always be stored in a locked container.
 - c. Stay away from guns and bullets.
2. Explain to students that guns can come in all shapes, sizes and even colors. Never touch something you think MIGHT be a gun.
3. Distribute the worksheet on page 14.
4. Have the students read the two paragraphs. One paragraph is about children exhibiting safe behaviors and the other tells of children who are not being safe around guns. Students will identify the scenario in which safe behavior is described and rewrite the other scenario describing what the children should have done.
5. After the students are done, review the paragraphs together and discuss.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3A: USE CORRECT GRAMMAR, SPELLING, PUNCTUATION, CAPITALIZATION AND STRUCTURE

3B: COMPOSE WELL-ORGANIZED AND COHERENT WRITING FOR SPECIFIC PURPOSES AND AUDIENCES

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



Name _____

Date _____

GUN SAFETY

Directions: Read the two paragraphs. Decide which paragraph tells the safe thing to do. Circle it. Rewrite the other paragraph on a separate sheet of paper explaining what the children should have done to be safe around guns.

A. Susan and Marcus were walking home from school. Just as they turned onto their street Marcus heard his friend Leo calling to him from the alley next to his house. “Come here and look at what I found!”, he shouted. Susan and Marcus ran to the alley. Leo was standing next to a gun. “Cool”, said Marcus. The children were very curious about the gun. They each wanted to touch it just to see what it felt like. Marcus picked the gun up and passed it carefully to the other two children. Then they took the gun to Leo’s mother.

B. John was excited. After school he was going to play with his friend Manny. When the last bell rang, the two boys ran all the way home to Manny’s house. His mother was making cookies in the kitchen. She told the boys they could play Nintendo in the family room until the cookies were done.

While Manny was taking his turn, John walked around looking at the neat things in the room. Suddenly, he spotted a gun laying on an end table half covered under a newspaper. He quickly rushed to Manny’s mother and told her about the gun. She was very upset that the gun had been left out. She took the gun and locked it in a box that was then placed up high in her closet.



RISK WATCH[®] AREA: BIKE SAFETY

Objective:

Students will complete the safety rulebook by filling in the blanks from the word bank and illustrating each page. Students will then read their safety book to a parent or a student buddy at the school.

Materials:

Risk Watch[®] Curriculum
Bicycle Safety by Nancy Loewin
 Safety rule book worksheet
 Scissors
 Markers
 Crayons

Procedure:

1. Read Bicycle Safety to the class.
2. Ask students what rules were discussed in the story.
3. Give each student the work sheet on page 16.
4. As a class have students fill in the blanks for each safety rule on each page or if you feel the students can do this on their own, let them. Have students cut out each sentence and glue onto art paper, one sentence per page.
5. Students will illustrate each rule in their safety rulebook to match with the corresponding rule.
6. When they are done, have students bring home the book and read it to an adult or students can buddy up with an older grade level to practice their reading skills.

Answer Key

Riding your bike can be fun, but it can also be very serious business. Practice all of the bike safety rules and you will be a safe cyclist, not a sorry one!

Always ride your bike with an adult.

Be sure your bike is the right size for you. Not too big and not too small. Check your tires, your chain and your brakes every time you ride.

Always wear your bike helmet. Your helmet should cover half of your forehead and it should be snug.

Always obey traffic signals and signs. Before crossing the street, stop and look left, right, and left again to make sure there's no traffic.

Use hand signals to show others where you are going when riding your bike.

Bike riding can be safe and fun if you practice riding safely each and every time.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY

1A: APPLY WORD ANALYSIS AND VOCABULARY SKILLS TO COMPREHEND SELECTIONS.

1A1A: APPLY WORD ANALYSIS SKILLS TO RECOGNIZE NEW WORDS.

1A1B: COMPREHEND UNFAMILIAR WORDS USING CONTEXT CLUES AND PRIOR KNOWLEDGE; VERIFY MEANINGS WITH RESOURCE MATERIALS.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



BIKE SAFETY

Riding your _____ can be _____, but it can also be very serious

business. Practice all of the bike safety _____ and you will be a safe cyclist, not a sorry one!

Always ride your bike with an _____.

Be sure your bike is the right size for you. Not too _____ and not too _____.

Check your tires, your chain and your brakes every time you ride.

Always wear your bike _____. Your _____ should cover half of your forehead and it should be snug.

Always obey traffic signals and _____. Before crossing the street, stop and look _____, _____ and _____ again to make sure there's no traffic.

Use _____ signals to show others where you are going when riding your bike.

Bike riding can be safe and fun if you practice riding _____ each and every time.

Word Bank

safely
helmet
helmet
big

left
signs
left
fun

small
bike
hand

rules
adult
right



RISK WATCH[®] AREA: WATER SAFETY

Objective:

Students will design a water watcher tag to demonstrate their knowledge of the water safety rules taught in the Risk Watch[®] Curriculum and emphasize the need for adult supervision around water.

Materials:

Risk Watch[®] Curriculum
Crayons
Water Watcher tag paper
Yarn scissors
Hole punch

Procedure:

1. Make a list of all the possible water sources in and around the home that could possibly lead to a drowning. (lists could include swimming pools, buckets, bathtubs, toilets, horse troughs, fountains, etc.)
2. Explain that toddlers can drown in as little as 2 inches of water. If they were to fall head first into a bucket they are not strong enough to lift their heads or upper bodies to get out.
3. Discuss ways to stay safe around water. Discuss all bodies of water in relation to toddlers but spend most of your time on pool safety. Emptying all buckets, keeping bathroom doors closed or latches on toilet seats would be examples of safety techniques. Discuss the fact that small children should not be left alone for even a second while they are taking a bath.
4. Water Safety Tips:
 - a. Swim only with adult supervision. Make sure grown-ups are watching the children at all times and not talking on the phone, reading a book, etc.
 - b. Do not run in pool area. You might trip, hit your head and fall into the water.
 - c. Avoid rough housing in or around the water. No dunking, pushing, etc.
 - d. Take swimming lessons.
 - e. Keep toys out of water and away from waters edge when the pool is not being used.
 - f. Make sure there is a fence around your pool with a gate that locks.
 - g. Make sure everyone in your family knows how to call 9-1-1.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3B1A: USE PREWRITING STRATEGIES TO GENERATE AND ORGANIZE IDEAS

3C1A: WRITE FOR A VARIETY OF PURPOSES INCLUDING DESCRIPTION, INFORMATION, EXPLANATION, PERSUASION AND NARRATION.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



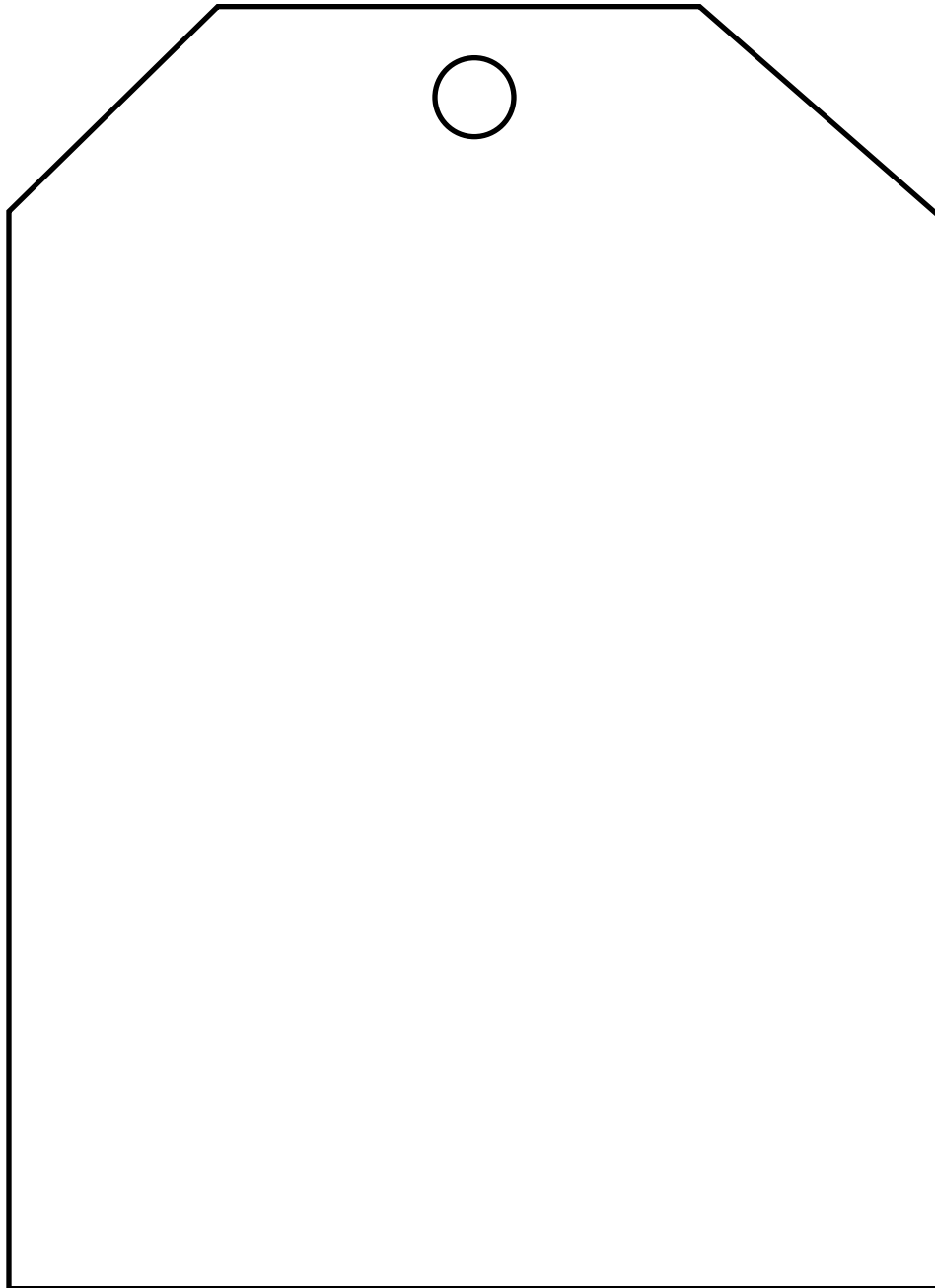
5. Have students use the pattern to make a “Water Watcher” tag for adults in their home to use when the family goes swimming. Have students brainstorm possible tag lines for their tag. (“Watch me around water.” Eye contact at all times.”, etc.)

Water Watcher tags could include:

- a. 9-1-1
 - b. their tag line
 - c. a picture of their family swimming safely
 - d. basic rules
6. Punch holes in the top and attach yarn.
7. Have students take home the “Water Watcher” tags and share with adults.



Make a water watcher tag! Cut out the tag below and design your own water safety tag using your teacher's instructions.





RISK WATCH[®] CULMINATING LESSON

Objective:

Students will solve a variety of word problems related to the area of unintentional injuries.

Procedure:

1. Upon completion of the Risk Watch[®] Curriculum, review some of the main safety messages students learned throughout the year.
2. Depending on the level of your students the math word problems on page 21 may be completed independently, in pairs or as a class.

ILLINOIS STATE STANDARDS:**MATHEMATICS**

STATE GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS, PATTERNS, RATIOS AND PROPORTIONS.

6B: INVESTIGATE, REPRESENT AND SOLVE PROBLEMS USING NUMBER FACTS, OPERATIONS, AND THEIR PROPERTIES, ALGORITHMS AND RELATIONSHIPS.

6B1: SOLVE ONE- AND TWO-STEP PROBLEMS WITH WHOLE NUMBERS USING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION.



Name _____

Date _____

Directions: Review your Risk Watch[®] knowledge and solve the following math word problems.

1. Sandy's little sister will outgrow her car seat when she reaches 40 pounds. If she is 32 pounds, how many more pounds can she gain before she will need a booster seat?

2. Morgan and Tom live in a 2-story house. There are 4 bedrooms upstairs and 2 bedrooms downstairs. Their father is going to place a smoke alarm outside each bedroom. How many smoke alarms does he need to install?

3. Jamie was playing marbles in the living room. He started with 19 marbles. When he picked them up to put them away he only had 13. How many marbles does he need to find so he can make sure they are all picked up and his little sister will not choke on one?

4. The Tylenol bottle directions say that adults can have 2 pills every 4 hours. If Margie's mother takes 2 pills at 4:15 PM, what time can she take another 2 pills if her headache has not gone away?

5. At Stapley Pool there were 3 lifeguards watching the children swim, 4 mothers watching their children swim and 10 children in the water swimming. How many people were at Stapley Pool?

6. The bus driver tells the students to take 5 big steps away from the curb when waiting for the bus to arrive. If 3 children take 5 big steps, how many steps were taken all together?

7. Alyssa burns her finger on the iron. She knows she should cool a burn with cool water for 15 minutes. If she holds her finger under the water for 11 minutes, how many more minutes should she run the water over her burn?
